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AUTHOR Nicholson, R. Stephen; Keyser, John S.
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ABSTRACT

Community college managers would probably acknowledge the importance of planning, but might not accept the need to adopt a futuristic perspective on educational planning. One of the characteristics of futurists is a belief that the future is a created reality, not a consequence of random events. Futurists conceive possible paths, examine particular paths in detail, and work to implement preferred paths. They believe local action should be coupled with global perspectives to create community synergy. From this philosophy of futurism, an agenda for community college planning emerges--to effect positive change by thinking globally and acting locally. In the midst of the greatest changes in history, community college planners should be sensitive to "paradigm shifts" in education, politics, and economics and their implications for planning. These implications include: (1) the emergence of a more universal concept of management; (2) the necessity of interorganizational networking; (3) the changes that computer technology will bring to the modern office, to decision-making, and to communication; (4) the state-of-the-art of software development; (5) the importance of nurturing both the analytical and creative hemispheres of the brain in the educational environments; (6) a new definition of work; (7) the use of three-dimensional, free-floating organizational structures; (8) the utilization of the concept of social invention; and (9) the responsibility of educators to advocate global perspectives. (AYC)

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IMPLICATIONS FOR COMMUNITY COLLEGE PLANNING

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R. Stephen Nicholson

and

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THE FUTURIST PERSPECTIVE:

IMPLICATIONS FOR COMMUNITY COLLEGE PLANNING

By R. Stephen Nicholson and John S. Keyser*

All of us in community college management would probably acknowledge the importance of planning. We are all somewhat conversant with the theory and practice of management by objectives, short- and long-term plans, computer modeling and enrollment trending.

Some confusion, however, might develop if we attempted to alter the title "director of planning" to "director of the future." The words futurist, futurism, futuristic, or futurology might give us even more difficulty.

WHAT IS A FUTURIST?

Persons who are characterized as futurists share a perspective of present and future events that generally perceive the future to be a created reality rather than a consequence of random events. They view intentional creativity rather than random innovation as the major contribution man makes to the future. Just as architects use new materials and technology for the design of new buildings, humans have that capability to anticipate their future and build toward it. Futurists usually view the world as a unit and attempt to relate local events to a global perspective.

Futurists generally have a global perspective, a long-term time perspective, a broad concern for humanity, an ecological orientation and are open to new experience. Futurists base their work on a set of premises about the world. These are:[1]

1. The future is not predictable. Futurists do not have monopoly on accurately determining what the future will be.

2. The future is not predetermined. The key point with this premise is that the future is not fixed or inevitable. Futurists believe that the future is a created reality.

3. Future outcomes can be influenced by individual choices. In other words, we can, in principle, always exercise choice to influence that particular alternative future that materializes.

In their roles, then, futurists conceive and describe possible paths (the possible), examine particular paths in detail (the probable), express preferences for, and work to implement, particular paths (the preferable).

Judging from the authors' experiences at the first global conference on the future, futurists have over the past decade moved from a posture of thinking about the future to doing something about it.

*R. Stephen Nicholson is President and John S. Keyser is Dean of Student Relations and Research at Mt. Hood Community College in Gresham, Oregon.

THINKING GLOBALLY, ACTING LOCALLY

The theme of the First Global Conference on the Future was "Thinking Globally, Acting Locally." Acting locally has always been a key element of the philosophic foundation of the community college. Although there has been a more recent trend of community colleges assuming a more global perspective, this has historically been more the province of the university.

Futurists believe that local action should be coupled with global perspective to create a community synergy which, when replicated across the world, would produce an international force for an improved world order. This is an agenda for community college action in planning their future and participating in planning the world's future. The community college is an integral part of the global village. Why shouldn't our perspective for planning reflect this?

King Solomon said: "where there is no vision, the people perish." Adapting the global perspective will place the community college in the role of encouraging new visions of a future world, so that people will be motivated to achieve an improved world. Because we lack dreams of a positive future, governments can't think beyond the next election, business can't think beyond making profits in the current quarter, and schools and colleges can't think beyond surviving the budget cut planned for the next term.

Community colleges should be in the vanguard of disseminating the global perspective, so that more people will accept responsibility for the building of a better world.

Recently, a conference of local leaders met on the Mt. Hood Community College campus to determine what single thing, if accomplished, would do the most for the area. The leaders consistently focused on the theme of cooperation, pointing to the need to overcome parochialisms and develop a broader world view to facilitate shared problem solving. And which local agency was asked to play a pivotal role in bringing people together and developing programs to produce cooperation and a more "global" understanding? The local community college. Similar gatherings all across the country would probably have parallel outcomes.

Given its structure and its mission, the community college is, perhaps more than any other institution in this country, positioned to effect positive change by thinking globally and acting locally.

Community college planners should be futurists. They should engage in a planning process that encompasses the possible, the probable and the preferable. These plans should be aimed at solving local problems without losing sight of the global vision.

PARADIGM SHIFTS

Many futurists believe that the world is currently in the midst of the greatest evolutionary jump in history. Gurus of futuristc thought like Hermann Kahn and Alvin Toffler make this proposition in talking about the transition to post-industrial society and the THIRD WAVE.[2] Others speak of a looming space age, the information age, and the electronic era. Regardless of what terms are used, most futurists believe that humanity faces the deepest social upheaval in history and a significant opportunity for creative restructuring of our socio-political systems. Without clearly recognizing it, many people are engaged in building a remarkable new civilization from the ground up.[3]

To cope with this environment of change, community college managers should be particularly sensitive to a favorite notion of futurists, "paradigm shift," and its application to planning for the future. This term was first introduced by Thomas Kuhn, a science historian and philosopher, in 1962. A paradigm is a model or a framework of thought. It is a scheme for understanding and explaining certain aspects of reality. A paradigm shift is a distinctly new way of thinking about and conceptualizing old problems. It creates a new framework or perspective from which observations and predictions can be made. Marilyn Ferguson's thought-provoking book, the AQUARIAN CONSPIRACY, discusses paradigm shifts in depth. She notes that people can't embrace new paradigms unless they let go of the old, outdated ones.[4]

If new paradigms are accepted, they can lead to significant personal transformation and improvement in ability to solve problems. Ferguson formulated several paradigm shifts that have significant application to organizations confronting an uncertain future. She defines these shifts from a base of research and observation accomplished by a number of social scientists. Tables I, II and III summarize paradigm shifts in the areas of education, economics and politics.

IMPLICATIONS FOR THE COMMUNITY COLLEGE

Since most decisions that community college managers make have educational, political and economic components, what implications do these paradigm shifts have for the manager with a futuristic focus? The authors conclude that there are 11 implications which are the most salient.

Implication 1: A more universal concept of management will emerge. The traditional definition of management - getting things done through and with other people -- has, historically, been applied primarily to the role of managers in business. People in similar roles in schools and colleges are called administrators, those in churches are called clergy, those in municipalities are called public administrators. Professors and instructors have always been charged with accomplishing predetermined learning objectives through others (students). Students have had a similar charge in working with instructors, students, resource people and parents. Yet, the term management has had restricted use and meaning.

Historically, we have used words, roles, and structures to isolate people within and between organizations. The terms faculty, administration, staff, and students have immediate connotations of separateness that artificially skew differences. Similarly, scholars of anthropology, sociology, history, and psychology segment and isolate their disciplines in departments separated by intellectual barriers strengthened by decades of conditioning. Professional gatherings and problem solving usually take place in the context of "only for this type of professional." Within organizations, the same mutually exclusive categorization is repeated.

A new definition of management that makes an assumption of similarities, not an assumption of differences, is emerging. Interestingly, such a definition is somewhat parallel to the original definition of management which was derived from the word manure and which meant to hold, to nurture and to work land. (Although this derivation will undoubtedly deflate the egos of some managers, it will probably cause glib satisfaction among those who have been in the habit of using synonyms of manure to describe their bosses.)

All of us are managers who have "land" which must be nurtured to produce results. All of us are charged with getting things done through and with other people within certain resource parameters. All of us should employ the systems approach to problem solving which uses a common language of goals, objectives, activities, feedback, evaluation, redesign and recycle. Managers should recognize that when one element of an organization or society is altered most other elements are affected, too. We should recognize that the whole is greater than the sum of its parts and that synergistic force goes well beyond all of the players.

When we start assuming these similarities and logical consistencies, then the framework for management will change from one of dissonance to one of congruence. When we assume the roles of faculty and administrators are more similar than different, a healthier partnership will emerge. When key decision-makers in different organizations begin approaching the major societal problems from this perspective, creative solutions reflecting this interactive framework will be devised. When leaders of local churches, schools, governments, and businesses gather within a context of similarities and commonalities rather than in a context of difference and separateness, the best decisions for the most people will be made.

Implication 2: Once a more global definition of management is accepted, the necessity of networking will become obvious. Problems will demand interdisciplinary, interinstitutional and cross-cultural solutions. Networking will take many forms, but its think-tank and inform ation-tank character will be facilitated by the computer. The necessity of networking will be greatest for organizational leaders who will spend increasing amounts of time interacting with the external environment. The external environment will be defined more broadly, going beyond the traditional confines of one's profession, culture, and country. Increasing numbers of decisions will be based on utilizing networks of leaders in many different kinds of institutions. The notion of the global village will become more and more obvious to key leaders in all organizations. Networking will be facilitated by the new computer technology which is already having significant impact on managers and organizations.

Implication 3: The new computer technology will greatly change the modern office. The model word processing and electronic mail systems release the modern office from its dependence on paper and manual delivery of this paper. The flow of paper as a bureaucratic appendage is replaced by cathode ray tubes (CRT's) in each office. Each executive, then, becomes a direct sender and receiver of electronic copy to whomever or from whomever is appropriate for a particular issue or decision. All critical communications are stored for easy access and retrieval in disk storage. The implications of paper-free offices are mind boggling. The transformation of interaction based on memos, manila folders and file cabinets to interaction based on office electronic delivery, storage and retrieval may be akin to the discovery of fire.

Implication 4: The new computer technology will mean that managers more frequently will make decisions and communicate through new systems of computer conferencing, inquiry networking, and dialog balloting. The potential for more efficient and effective decision making through these systems is outlined by a recent MIT study. This study compares face-to-face decision making in a group situation with group decision making over CRT's (computer conferencing) with individual decision making. It concludes that computer conferencing is just as effective and much more efficient in simple decision making as the face-to-face process and clearly more effective (in terms of making better decisions) than individual decision making. The lack of social cues leads to a new information/decision-making framework which eliminates jokes, laughter, and excess verbiage. The absence of the

social framework in computerized conferencing tends to create an environment where consensus is more difficult to achieve. High correlations are found to exist between joking/laughing and consensus and low correlations are found to exist between joking/laughing and quality decisions.[5]

Implication 5: The new computer technology will place decision-making in a new data base framework. The data-base feature is critical to complex decision making. It simply means that the capability exists to store large quantities of data and to electronically combine these data so that any question can be answered with maximum informational support. To its extreme, this would include all the world's data stored in giant computer banks which could be retrieved in seconds in any blending or combination desired. If information is needed in chart form, the capability of the computer to produce any type of sophisticated graphics representation would be used.

Implication 6: The speed with which managers are able to take full advantage of computer technology will depend on answers to the "software question." The software question is simply this: can we figure out how to tell the computer what information we need for critical decision making? The state of hardware development vs. the state of software development makes for an interesting dichotomy. If jet travel had changed as fast as computer technology has since 1959, it would now be possible to cross the Atlantic in a plane the size of a shoe box at a cost of two cents and in a period of two seconds. In contrast to the declining costs of hardware, the cost of software to make the hardware do that which is desired remains astronomically high. A recent IBM study reported the ratio of the cost to program one line of code to the cost to execute one line of code was 300,000,000 to one.[6]

The computer will become an extension of the linear, mathematical abilities of the brain. But, it will be used humanistically by managers who recognize the uniqueness of each person and who are able to devise environments where people in all organizational frameworks can realize creative potential.

Implication 7: The educational environment of the future will forsake the analytic/rational bias of today's educational environments (in or out of the classroom) for a balance with the feeling and the intuitive. How much longer can society ignore the nurturing of the creative half of the brain? Serious implementation strategies have been developed to formulate the answer to this question into practice.

Managers of the future will assume three teaching functions: first, to train both hemispheres--not only the verbal, symbolic, logical left hemisphere which has always been trained in traditional education, but also the spatial, relational, holistic right hemisphere, which is largely neglected in today's organizations; second, to train people to use the cognitive style suited to the task at hand; and third, to train people to be able to bring both styles--both hemispheres--to bear on a problem in an integrated manner.

Implication 8: A new definition of work is emerging. During the industrial era, work became a commodity bought and sold by specific measures of time. Just as coal was bought by the ton, time was bought in exact measures of eight hours per day and 40 hours per week. Both were inputs into the manufacturing process.

Now, every group wants to become a professional group which markets its services, not its time. The paradigm shift to fee for services rather than compensation for time is near. Negotiations now center on time off as much as on money received.

Exchange networks which bypass the cash economy and the related taxes are growing explosively. In such a climate, employes' time won't be purchased, only the results of their time will be available. Managing in this dimension will require a detailed description of the quality and quantity of services expected and compensated.

The emphasis of this paradigm shift moves managers from controlling and subordinating the persons involved to encouraging them to operate with a goal-centered process that is liberated from a time-locked management system. Similarly, traditional measures of efficiency and productivity that have been used to define work are being modified. These modifers include richer yet more complex elements such as social quality and personal growth opportunities within the work context. Predetermined goals must accommodate goals discovered enroute.

Older organizations concerned with the development and production of things now exist in a climate concerned with the development of persons. The older incentives of money, competition, recognition and rewards are no longer working. Maslow recognizes this and identifies large numbers of persons who are multi-motivated and share the complex simultaneous environment with their organization but will never become "organizational persons."

Implication 9: Future tables of organization will go beyond traditional pyramidal models to three dimensional models similar to chemical models of atomic structure, free floating, ever-changing to align knowledgeable and committed persons for resolving myriad tasks simultaneously. The older batch processing system will give way to a continuous processing model capable of redefining both goals and methods, product and process as changes occur.

Intelligent organizations will be those who adapt to environmental changes. Previously, organizations could select aspects of the environment which had changed, assign priorities and then resolve these sequentially. Now, no such control is possible; and the fact that all must be confronted simultaneously is the significant difference in the manager's task!

The manager, as leader, will continue to have a three-fold task--education, inspiration, and commitment. Without success in each of these areas, the organization will fail to keep abreast of accelerating changes in the environment. Pace has given way to velocity as the descriptor of our changing society, technology, and economy. Organizations will have to reflect this given and become more fluid in designs and practice.

Implication 10: The future manager will utilize the concept of social invention to put people and organizations in new relationships.

The Industrial Age centered about inventories which were for the most part tools, machines, or physical processes. The New Age will focus upon the unique ability humans possess to create social patterns or designs which enable us to be liberated from the current designs built around supporting machines with human monitors. The cybernetic age will enable more time to be spent on the invention and construction of better social systems. (The advent of farming freed humans from the slavery of food gathering and released time to invent and this led to the Industrial Revolution.) The new machines did the work but humans had to be there to feed and control them, so while goods and services grew the time lock still held persons captive. Now, automatic controls feed and think, the age of robotics is here and work which physics describes as two dimensional, effort and time, is passe.

Human time and effort can shift to expending energy in the construction and design of better social systems, hopefully as productive, effective, and liberating as our technologically enhanced factories.

Implication 11: Community colleges and all educators should become leaders in promoting the notion that problems of national and worldwide scope can and will only be solved at the local level. We must be exponents for a new mass movement which follows a philosophy that human beings have untapped potential to become better and to make the world better for others. The success of our educational organizations has convinced the people who work with us that this is true.

We all have staggered to the upper cuts of political corruption, world-wide shortages, and an array of violence and disorder. Only the human spirit energized in communities all across the world can shape a counter punch of any meaning. Too many leaders and opinion makers have contributed to a dropout syndrome which increases the pessimism which, in turn, diminishes positive action. The people who were "for things" have abandoned leadership to the protestors who don't like some things but can't fix anything.

Community college managers must become the leaders of a new spirit of optimism.

Is this Pollyanish? The research would indicate otherwise. The one most common characteristic of great teachers is that they have positive expectations for their students.[7] The positive mind set contributes to student success--perhaps as much as any other single factor. The Rosenthal studies, in which those students believed to have higher I.Q.'s (they actually didn't) did better, are but one example of the reality of the self-fulfilling prophecy. In fact, the self-fulfilling prophecy can be used to explain race problems, deviant behavior, bodily and emotional health, international discord, inflation and other global phenomena that overwhelm millions into opting out of the process. The value of understanding the self-fulfilling prophecy is that it offers a firm foundation for the value of positive thought and action.

Overcoming confusion and indifference about the future must become a high priority for managers. We know that a positive mind set is the single most important ingredient in student success and in people success. This unconditional positive belief in what we can become must be the cornerstone for new leadership. We must convince people to believe they are the difference in the world.

TABLE I

ASSUMPTIONS OF THE OLD PARADIGM OF EDUCATION	ASSUMPTIONS OF THE NEW PARADIGM OF LEARNING
Emphasis on CONTENT, acquiring a body of "right" information, once and for all.	Emphasis on learning how to learn, how to ask good questions, pay attention to the right things, be open to and evaluate new concepts, have access to information. What is now "known" may change.
Learning as a PRODUCT, a destination.	Learning as a PROCESS, a journey.
Hierarchical and authoritarian structure. Rewards conformity, discourages dissent.	Egalitarian. Candor and dissent permitted. Students and teachers see each other as people, not roles. Encourages autonomy.
Relatively rigid structure, prescribed curriculum.	Relatively flexible structure. Belief that there are many ways to teach a given subject.
Lockstep progress, emphasis on the "appropriate" ages for certain activities, age segregation. Compartmentalized.	Flexibility and integration of age groupings. Individual not automatically limited to certain subject matter by age.
Priority on performance.	Priority on self-image as the generator of performance.
Emphasis on external world. Inner experience often considered inappropriate in school setting.	Inner experience seen as context for learning. Use of imagery, storytelling, dream journals, "centering" exercises, and exploration of feelings encouraged.
Guessing and divergent thinking discouraged.	Guessing and divergent thinking encouraged as part of the creative process.
Emphasis on analytical, linear, left-brain thinking.	Strives for whole-brain education. Augments left-brain rationality with holistic, nonlinear, and intuitive strategies. Confluence and fusion of the two processes emphasized.
Labeling (remedial, gifted, minimally brain dysfunctional, etc.) contributes to self-fulfilling prophecy.	Labeling used only in minor prescriptive role and not as fixed evaluation that dogs the individual's educational career.
Concern with norms.	Concern with the individual's performance in terms of potential. Interest in testing outer limits, transcending perceived limitations.

Short-sighted: exploitation of limited resources.	Ecologically sensitive to ultimate costs. Stewardship.
"Rational," trusting only data.	Rational and intuitive. Data, logic augmented by hunches, feelings, insights, nonlinear (holistic) sense of pattern.
Emphasis on short-term solutions.	Recognition that long-range efficiency must take into account harmonious work environment, employe health, customer relations.
Centralized operations.	Decentralized operations wherever possible. Human scale.
Runaway, unbridled technology. Subservience to technology	Appropriate technology. Technology as tool, not tyrant.
Allopathic treatment of "symptoms" in economy.	Attempt to understand the whole, locate deep underlying causes of disharmony, disequilibrium. Preventive "medicine," anticipation of dislocations, scarcities.

TABLE II

ASSUMPTIONS OF THE OLD PARADIGM OF ECONOMICS	ASSUMPTIONS OF THE NEW PARADIGM OF ECONOMICS
Promotes consumption at all costs, via planned obsolescence, advertising pressure, creation of artificial "needs."	Appropriate consumption. Conserving, keeping, recyclying, quality, craftsmanship, innovation, invention to serve authentic needs.
People to fit jobs. Rigidity. Conformity.	Jobs to fit people. Flexibility. Creativity. Form and flow.
Imposed goals, top-down decision-making. Hierarchy, bureaucracy.	Autonomy encouraged. Self-actualization. Worker participation. Democratization. Shared goals, consensus.
Fragmentation, compartmentalization in work and roles. Emphasis on specialized tasks. Sharply defined job descriptions.	Cross-fertilization by specialists seeing wider relevance of their field of expertise. Choice and change in job roles encouraged.
Identification with job, organization, profession.	Identity transcends job description.
Clockwork model of economy, based on Newtonian physics.	Recognition of uncertainty in economics.
Aggression, competition. "Business is business."	Cooperation. Human values transcend "winning."
Work and play separate. Work as means to an end.	Blurring of work and play. Work rewarding in itself.
Struggle for stability, station, security.	Sense of change, becoming. Willingness to risk. Entrepreneurial attitude.
Quantitative: quotas, status symbols, level of income, profits, "raises," Gross National Product, tangible assets.	Qualitative as well as quantitative. Sense of achievement, mutual effort for mutual enrichment. Values intangible assets (creativity, fulfillment) as well as tangible.
Strictly economic motives, material values. Progress judged by product, content.	Spiritual values transcend material gain; material sufficiency. Process as important as product. Context of work as important as content--not just what you do but HOW you do it.
Polarized: labor versus management, consumer versus manufacturer, etc.	Transcends polarities. Shared goals, values.

Primary reliance on theoretical, abstract "book knowledge."	Theoretical and abstract knowledge heavily complemented by experiment and experience, both in and out of classroom. Field trips, apprenticeships, demonstrations, visiting experts.
Classrooms designed for efficiency, convenience.	Concern for the environment of learning: lighting, colors, air, physical comfort, needs for privacy and interaction, quiet and exuberant activities.
Bureaucratically determined, resistant to community input.	Encourages community input, even community control.
Education seen as a social necessity for a certain period of time, to inculcate minimum skills and train for a specific role.	Education seen as lifelong process, one only tangentially related to schools.
Increasing reliance on technology (audiovisual equipment, computers, tapes, texts), dehumanization.	Appropriate technology, human relationships between teachers and learners of primary importance.
Teacher imparts knowledge; one-way street.	Teacher is learner, too, learning from students.

TABLE III

ASSUMPTIONS OF THE OLD PARADIGN OF POWER & POLITICS	ASSUMPTIONS OF THE NEW PARADIGM OF POWER & POLITICS
Change is imposed by authority.	Change grows out of consensus and/or is inspired by leadership.
Institutionalizes help, services.	Encourages individual help, voluntarism, as complement to government role. Reinforces self-help, mutual-help networks.
Impetus toward strong central government.	Favors reversing trend, decentralizing government wherever feasible; horizontal distribution of power. Small focused central government would serve as clearinghouse.
Power FOR others (care taking) or against them. Win/lose orientation.	Power WITH others. Win/win orientation.
Vested interests, manipulation, power brokerage.	Respect for the autonomy of others.
Solely "masculine," rational orientation, linear model.	Both rational and intuitive principles, appreciation of nonlinear interaction, dynamic systems model.
Aggressive leaders, passive followers.	Leaders and followers engaged in dynamic relationship, affecting each other.
Party- or issue-oriented.	Paradigm-oriented. Politics determined by world-view, perspective of reality.
Either pragmatic or visionary.	Pragmatic AND visionary.
Government to keep people in line (disciplinary role) or as benevolent parent.	Government to foster growth, creativity, cooperation, transformation, synergy.
Humankind as conqueror of nature; exploitive view of resources.	Humankind in partnership with nature. Emphasis on conservation, ecological sanity.
Emphasis on external, imposed reform.	Emphasis on transformation in individuals as essential to successful reform.
Quick-fix or pay-later programs.	Emphasis on foresight, long-range repercussions, ethics, flexibility.
Compartmentalizes aspects of human experience.	Attempts to be interdisciplinary, holistic. Searches for interrelationships between branches of government liaison, cross-fertilization.

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FOOTNOTES

1. Amara, Roy, "The Futures Field, Searching for Definitions and Boundaries." THE FUTURIST, February 1981, pp. 25-29.

2. Kahn, Herman, "The Economic Present and Future, A Chartbook for the Decades Ahead," THE FUTURIST, June 1979, pp. 202-222 and Toffler, Alvin, THE THIRD WAVE, William Morrow and Company, Inc: New York, 1980.

3. Ferguson, Marilyn, THE AQUARIAN CONSPIRACY, J. P. Tarcher, Inc: Los Angeles, 1980.

4. Ibid., p. 27.

5. Reported in Conference session entitled "Computer Support for Collective Wisdom" moderated by Starr Roxanne Hiltz, Associate Director of the Computerized Conferencing and Communications Center, New Jersey Institute of Technology, Newark, New Jersey. This was a part of the First Global Conference on the Future entitled THROUGH THE 80's, THINKING GLOBALLY, ACTING LOCALLY, July 1980, Toronto, Canada.

6. Reported in conference session entitled, "Personal Computers and the Future: Myths and Realities" moderated by David H. Ahl, Publisher Creative Computing, Morristown, New Jersey. This was a part of the First Global Conference on the Future entitled THROUGH THE 80's, THINKING GLOBALLY, ACTING LOCALLY, July 1980, Toronto, Canada.

7. Reported in "Education, U.S.A.", Washington, D.C./April 9, 1979, Vol. 21, No. 31, Published by the National School Public Relations Association.

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